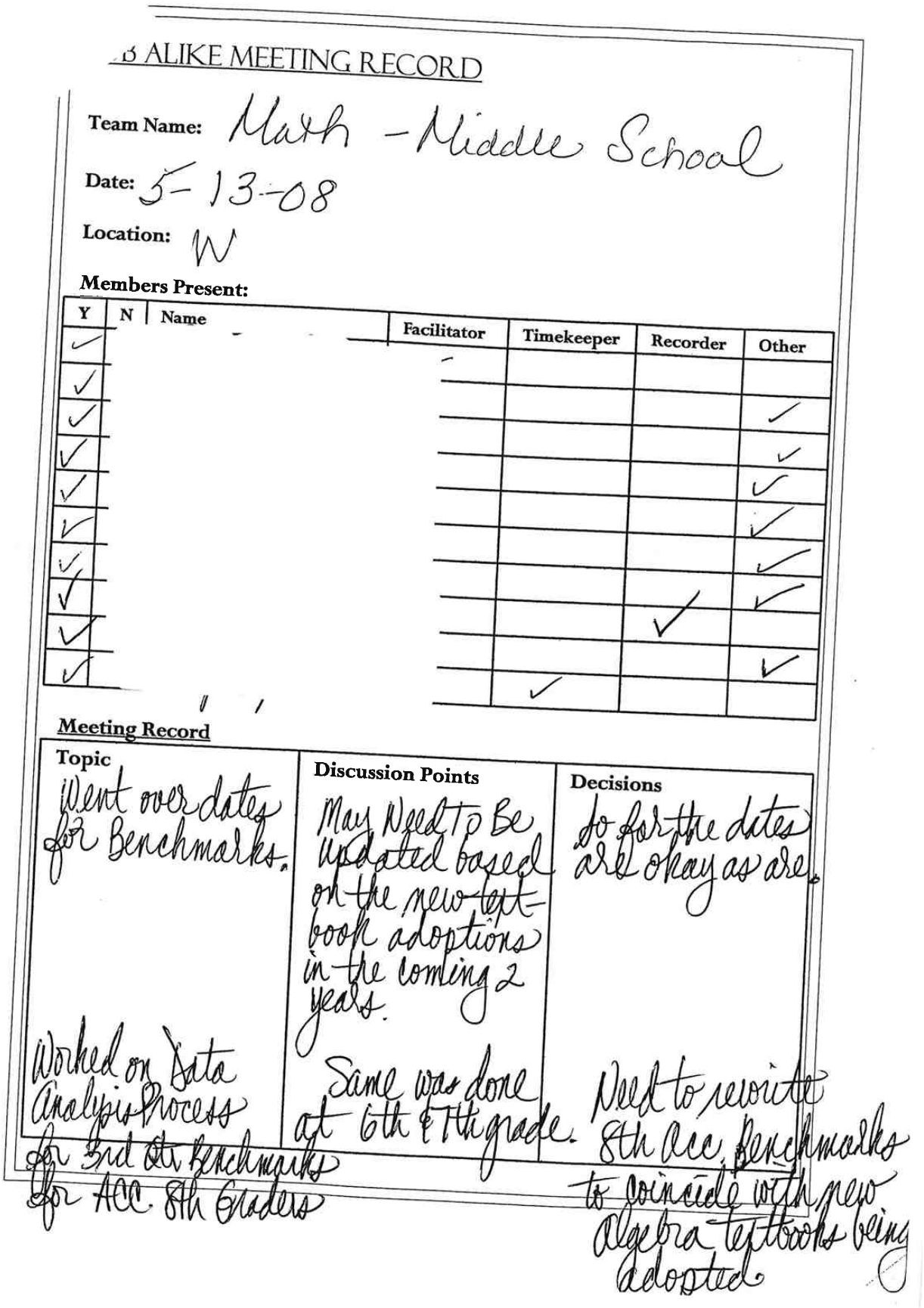
SAMPLE MATERIAL

Data Review Process

Twin Groves Middle School, Illinois

Topic: National Math Panel: Critical Foundations for Algebra
Practice: Mastery Framework

This completed protocol shows the steps that teachers follow to analyze the data from assessments. Step 1 involves looking for patterns in the data and identifying strengths and weaknesses related to power standards. In Step 2, teachers record which students or groups of students missed particular items and note the standards those items are testing as well as the overall results. In Step 3, teachers reflect on why students might be making those particular types of mistakes. Step 4 requires teachers to prioritize the greatest areas of need and define action steps. Included are examples for several different courses and a cover sheet, which is the overall meeting record.



3 ALIKE MEETING RECORD

Team Name: Math - Middle School

Date: 5-13-08

Location: W

Members Present:

Y	N	Name	Facilitator	Timekeeper	Recorder	Other
✓						
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Meeting Record

Topic	Discussion Points	Decisions
Went over dates for Benchmarks.	May Need To Be updated based on the new text-book adoptions in the coming 2 years.	do for the dates are okay as are.
Worked on Data Analysis Process for 3rd Qtr Benchmarks for ACC 8th Graders	Same was done at 6th & 7th grade.	Need to rewrite 8th Acc. Benchmarks to coincide with new Algebra textbooks being adopted

Team Math Assessment Advanced 6th 3rd Quarter

Data Analysis Process

(a.k.a. "How do we look at all this stuff?" ☺)

Step 1: Observe Patterns in the Data *(a.k.a. "WHAT?")*

Think about... Strengths/Weaknesses
On which power standards did students score highest? Lowest?
Did many students answer a particular question incorrectly?

Step 2: Write Fact Statements About the Patterns You Observe *(a.k.a. "HERE'S WHAT!")*

Students (Individual or Groups)	Specific Assessment Items
Students most often got question # 12 wrong. 97% of students got problem #17 correct	→ 12. Jillian bought a case of 24 cans of pop for $6. How much did she pay for each can. 17. Change 35% to a fraction in lowest terms.
Standards	**Overall Assessment**
# A.06.11 = Solve problems using ratios, proportions, and rates. # M/A.06.13 Solve percents problems.	94% of all 6th Grade Advanced Students met or exceeded standards. 6% of Students were considered in Academic Warning.

Step 3: Review Facts and Identify Hypotheses *(a.k.a. "SO WHAT?")*

Problem *Fact Statement*	Hypothesis *Possible reasons the problem exists*
6% of students are in Academic Warning.	Students at this level range between 25%ile – 75%ile locally. (Arox. 0%). Ability levels are broad.
76% of student mastered Solving+graphing inequalities 24% did not.	This is an extremely high level skill.
76% of students mastered Interpeting scale drawings. 24% did not	This skill involves abstract thinking when many of our students are still thinking concretely.

Step 4: Identify Top 2 Greatest Areas of Need (GAN) and Brainstorm Action Steps *(a.k.a. "NOW WHAT?")*

GAN #1	Action Steps
Advanced students need additional one on one help with problemed areas. →	Increase interventions so students at every level can be apart of the program on a consistent basis. (Sections + staff)
GAN #2	**Action Steps**
	→

Team Math

Assessment 7th grade ~ Accelerated 3rd Qtr.

Data Analysis Process

(a.k.a. "How do we look at all this stuff?" ☺)

Step 1: Observe Patterns in the Data *(a.k.a. "WHAT?")*

Think about... Strengths/Weaknesses
On which power standards did students score highest? Lowest?
Did many students answer a particular question incorrectly?

Step 2: Write Fact Statements About the Patterns You Observe *(a.k.a. "HERE'S WHAT!")*

Students (Individual or Groups)	Specific Assessment Items
•	• only 39% of students got #1 correct • 99% of students got question 18 correct.
Standards	**Overall Assessment**
• PS 1 was a strength • PS 4 & 5 were a mix of strengths & weaknesses	• mean = 82% • median = 84%

Step 3: Review Facts and Identify Hypotheses *(a.k.a. "SO WHAT?")*

Problem *Fact Statement*	Hypothesis *Possible reasons the problem exists*
• 11% of students did not meet standards	• The range in ability in this level, which is now the accelerated level, is very broad.
• Students know 80% of the expected skills/knowledge.	• In general, instructional needs are being met.

Step 4: Identify Top 2 Greatest Areas of Need (GAN) and Brainstorm Action Steps *(a.k.a. "NOW WHAT?")*

GAN #1	Action Steps
• Applying percent to real-life situations. →	• More word problems that incorporate applicable situations. There was only 1 question that tested this skill.
GAN #2	**Action Steps**
	→

Team Math - 8th grade Assessment 3rd Quarter Accelerated

Data Analysis Process

(a.k.a. "How do we look at all this stuff?" ☺)

Step 1: Observe Patterns in the Data *(a.k.a. "WHAT?")*

Think about... Strengths/Weaknesses
On which power standards did students score highest? Lowest?
Did many students answer a particular question incorrectly?

Step 2: Write Fact Statements About the Patterns You Observe *(a.k.a. "HERE'S WHAT!")*

Students (Individual or Groups)	Specific Assessment Items
All 8th graders (Accelerated)	item # 3, 8, 9, 10, 22, 12, 13
Standards	**Overall Assessment**
Solving Linear Systems (AA1.08.15) Solving Linear Inequalities (AA1.08.17) + (AA1.08.22) Using Multiplication and Division Properties of Exponents (AA1.08.18)	Due to time limitations, the concepts were not mastered. Questions were poorly written. The topic is difficult for many students.

Step 3:Review Facts and Identify Hypotheses *(a.k.a. "SO WHAT?")*

Problem *Fact Statement*	Hypothesis *Possible reasons the problem exists*
Systems of equations were not worded properly.	The test needs revision.
Systems of inequalities was not mastered.	More instructional time is needed.
Multiplication and division of exponents	Topic is difficult.

Step 4: Identify Top 2 Greatest Areas of Need (GAN) and Brainstorm Action Steps *(a.k.a. "NOW WHAT?")*

GAN #1	Action Steps
Graphing Systems of Inequalities →	This topic needs more coverage.
GAN #2	**Action Steps**
Multiplication and division of exponents →	More work is needed with negative exponents.